

Pratt Institute Foundation

Peer Review Committee Handbook

Handbook approved by the PRC 22-May-2023, by Faculty 07 June 2023

This *Handbook* and included *Standards* are to be used for Faculty Action applications: appointment, reappointment, promotion and tenure (ARPT)

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What is this *Handbook* for?

This Handbook is designed to provide members of the Pratt Foundation with comprehensive information about the constitution of the *Peer Review Committee* (PRC), what work the PRC does, and how the PRC completes this work.

What does the PRC do?

The PRC is empowered under Article XVI of the Collective Bargaining Agreement to:

1. Develop *Standards* for **promotion** of all faculty and **reappointment** and the awarding of **tenure** to full-time faculty;
2. Receive applications for **promotion**, **reappointment**, and **tenure** (generically called “requests for action”);
3. Establish and follow procedures for evaluating each application for **promotion**, **reappointment**, and **tenure**;
4. Write a letter in response to each application (a “response letter”), which is forwarded to the Department Chairperson along with the faculty member’s application (the applicant’s “packet”, which also includes any letters of recommendation and will eventually include response letters from the Department Chair and Provost).
5. Make recommendations to the Department Chair on nominations for Faculty Emeritus status.

In our department, evaluation of applications for **promotion**, **reappointment**, and **tenure** includes consideration of the applicant’s packet (see **Appendix 5, Applications to the PRC**), course evaluations, and sometimes professional letters of recommendation. The current PRC will also consider materials generated by previous PRC’s in response to earlier requests from the applicant.

The PRC maintains a digital archive of all PRC-authored letters starting in 2019; this archive must be updated by the current PRC chair and passed on to future PRC chairs. This archive is confidential and elements of this archive may only be shared with future PRC members when relevant to current requests for action. PRC letters from before 2019 can be requested from the Foundation Office which has physical copies on file.

How the PRC makes its decisions

The PRC is a democratically-constituted body wherein each elected member has an equal voice in all decisions (except where there is a conflict of interest, see the **Peer Review Committee Procedures** below). Whenever possible the PRC seeks to make decisions based on a consensus process, avoiding making decisions that enjoy support from only a marginal majority. In the case that a decision must be made and consensus cannot be reached, the will of the majority should be respected. In such cases the entire committee should stand in support of the decision, regardless of whether particular PRC members agree or disagree with this decision. Members of the PRC are elected by their peers, and while they need not (and in regard to requests for

reappointment/promotion/tenure should not) poll this constituency when making decisions, PRC members should always keep in mind that they are elected to promote the interests of the collective department faculty and the overall mission of the department.

The PRC chair is charged with effectuating the established procedures and actions of the PRC. In this capacity the PRC chair needs to consult with all of the PRC members before making particular decisions about how to deal with PRC responsibilities.

It is the right of the PRC to make modifications to this *Handbook* and the *Standards* it contains as well as to propose amended *Procedures* for faculty approval (see below). Whenever possible, the PRC should seek input and feedback from department faculty before making substantive changes to any component of this *Handbook*.

No member of the committee shall discuss outside the committee any conversation, any deliberation, or any voting details, that took place within committee meetings with any faculty for whatever reason. No faculty member should ask any committee for such information. All deliberation and action are strictly confidential.

Individual faculty members may request a meeting with the PRC Chair to discuss the decision. Normally the letter itself would contain the information candidates need to understand the action.

How this *Handbook* evolves

Each standing *Peer Review Committee* may modify any part of this *Handbook* in order to improve the workings of the PRC. Sections should be modified or added to make the work of the PRC more transparent, efficient, and fair. Modification of this *Handbook* should also ensure that the work of the PRC remains aligned with the mission of Foundations, which may also evolve over time.

All parts of this *Handbook* may be modified by a consensus vote of the PRC, (see below, **Modification of the PRC Procedures**). Changes to this *Handbook* will typically be made during the Spring semester. The faculty at large needs to be informed of changes before the beginning of the ARPT action period in the Fall semester.

Peer Review Committee *Procedures*

The following rules are agreed upon for the operations of the Foundation Peer Review Committee:

1. Seven elected members from the full-time and part-time faculty shall comprise the department's peer review committee (PRC). Ideally, the committee should be representative of the full breadth of Foundation's full- and part-time faculty;
2. All faculty with at least three years of service in the department are eligible to submit their names for election, and serve on the PRC;
3. PRC elected terms are for three years; terms begin on October 7 and end October 1 three years later. Faculty may serve as many terms or successive terms as they are duly elected for;
4. Nominations for service on the PRC shall be conducted before the end of September. Anyone may nominate (or self-nominate) an applicant by sending an email to the standing PRC chair. Elections shall be conducted by secret ballot before October 1;

The PRC believes that representation from each of the four Foundation courses makes for a stronger committee. While voting and serving are voluntary, the PRC will indicate which courses are not represented, so that faculty may consider this when making their selections.

5. The standing PRC is charged with distributing ballots to each faculty member who is teaching at least one class in the current Fall semester. Each faculty vote is equally weighted, regardless of course load, status, or rank;
6. During the second week of October, the elected PRC will select a chairperson who will act as the liaison between the PRC, the faculty, and the department chairperson. *If a chairperson must step down due to unforeseen circumstances, the PRC can select a new chair to complete the remainder of the term. PRC chairs may serve as many terms or successive terms as they are duly elected for;*

Each committee may establish rules of order for conducting meetings (i.e. the order of business, election of the chair, motions, voting procedure, etc.)

7. Any faculty member wishing to apply for any ARPT action should not submit their name for election as PRC chairperson, or should step down if elected from service as the standing PRC chairperson during the year in which their application for ARPT action is being reviewed. ARPT actions include change in rank, change in status, and applications for reappointment;

8. The PRC chair shall remove members of the PRC from the committee reviewing an applicant if:
- a. the member of the PRC is the applicant under consideration; or
 - b. the applicant is a family member or partner; or
 - d. if any other conflict of interest prevents fair assessment of the applicant

To ensure that all faculty receive adequate feedback and that all decisions are substantiated, the PRC chair is charged with assuring that all letters produced by the PRC directly address the established PRC standards. This duty remains even if the chair recuses themselves from the review of a particular applicant. In such a case, the chair should require that the standing committee write a letter that addresses the standards, but may not question the decision of the committee.

Modification of the PRC *Procedures*

The PRC will convene in spring semester to review the Foundation PRC Handbook. All changes to this Handbook are subject to review and written comment by faculty for a period of two weeks in the spring semester. Written comments will be collected and the PRC will convene to consider the comments and further modification of the proposed PRC Guidelines. If there are no comments, the proposed PRC Guidelines will go into immediate effect after the two-week comment period.

The PRC will communicate with department faculty in the spring to distribute the current Guidelines and answer questions about applications and the faculty action process.

Peer Committee Mission, Roles & Duties

PRC Mission

The mission of the Foundation Peer Review Committee (PRC) is to:

- ★ establish, maintain, and distribute Departmental *Standards* of eligibility, fitness and evaluation for faculty appointment, reappointment, promotion and tenure (ARPT);
- ★ apply the Departmental Standards and make recommendations to the Department Chair on individual faculty ARPT requests;
- ★ make recommendations to the Department Chair on nominations for Faculty Emeritus status.

For ARPT actions, the PRC interprets the *Standards*, acting with sensitivity to the mission and needs of the Department, the School of Liberal Arts and Sciences, and the Institute, as its

recommendations will be considered at all levels.

Elected Members of the PRC

During their term, elected members of the committee will:

- ★ become familiar with this document, with particular emphasis on the Standards applied to each ARPT application, and to act as a point of contact for department faculty who may apply for an ARPT action;
- ★ participate in the process of reviewing ARPT applications submitted to the PRC, including the writing of a response letter to the department chair and the applicant,
- ★ attend regular scheduled PRC meetings where the departmental ARPT process is assessed and -- if necessary -- amended; and
- ★ help facilitate fair elections for open PRC elected member positions.

PRC Chairperson

The chair of the PRC is elected yearly by the members of the PRC after each member election cycle (see *Procedures* above). The chair should be elected before October 10. The chair of the PRC will:

- ★ convene the PRC during the second week of October to schedule applicant due dates and organize committee workflow;
- ★ communicate to all departmental faculty the schedule, process, and standards for ARPT applications and peer observations, and the timeline for Emeritus nominations;
- ★ update the Faculty Union, department chair, and Provost on the *Procedures* and *Standards* that will govern each year's ARPT application process, and assure that Pratt's Interfolio ARPT tool includes an up-to-date link to the current *Procedures and Standards* on the Faculty Union website;
- ★ function as the departmental administrator within Pratt's Interfolio ARPT tool (i.e., the person with the ability to establish electronic workflow, assure that ARPT templates are current and accessible, establish the PRC's deadline within Interfolio, and troubleshoot other Interfolio tasks relevant to routing an application to the PRC or to the department chair)
- ★ oversee the ARPT application process: maintaining the workflow and application template(s) in Pratt's Interfolio system; receiving applications and letters of recommendation (if applicable to the application at hand) via Interfolio; distributing the complete application packet to the committee via Interfolio; and convening PRC committees to discuss applications;
- ★ decide when PRC members need to be given access to Letters generated by previous requests for action by a given current applicant .
- ★ oversee the production of letters to the department chair and applicant in response to each ARPT action requested, assuring that these letters address the *Standards* for each action;
- ★ solicit CVs and oversee the production of letters to the department chair regarding nominations for Emeritus status;
- ★ deliver ARPT response letters to chair, applicant and union leadership via Pratt's Interfolio

system, making sure to redact other confidential material generated by the PRC

★ provide all new hires with a copy of this *Handbook* and information on the *Collective Bargaining Agreement*;

★ assess how the ARPT process is proceeding during the year and initiate dialogue within the PRC to fix any problems that arise and/or to make overall improvements;

★ be in dialogue with Union leadership and maintain up-to-date understanding of the *Collective Bargaining Agreement* which can be found here:

<https://www.pratt-union.org/documents> ;

★ serve as the liaison of the PRC to members of the administration, including the department chair, and the Provost; and

★ maintain electronic resources relevant to PRC function, including an archive of past PRC-produced letters, ARPT template(s) within Interfolio that can be viewed by departmental faculty, and an online presence accessible to all PRC members which includes the PRC calendar, the current CBA, and this *Handbook*.

Faculty Requests for Action: Reappointment, Promotion, and Tenure

Receiving Requests for Action

In the first week of each academic year, the chair of the PRC will announce, in the form of a letter to all department faculty, the onset of the Faculty ARPT season. This letter will include this Handbook, which includes the current Academic Year ARPT standards, will provide guidelines for submission via Interfolio of the ARPT application (also known as a “*request for action*”), and will provide the deadline by which the PRC should receive ARPT applications via Interfolio. This letter may also provide details of the Institute Faculty Action calendar which is produced by the Office of the Provost, and which also includes deadlines for non-ARPT actions such as sabbatical applications. Finally, the letter will also ask that faculty who are considering ARPT application identify themselves to the PRC chair so that the appropriate review committees can be formed, Interfolio workflow can be established, and observations scheduled as soon as possible. After receiving a *request for action* from a faculty applicant, the PRC chair will configure Interfolio to accept an application from the applicant, and upon receipt of this application, will assemble an *application dossier* for review by the PRC. A complete *application dossier* is as follows::

1. The applicant must submit **a complete application through Interfolio**, which is detailed in Appendix 5 and includes all necessary documents;
2. The Institute administration will collect **student evaluations** of all courses taught by the applicant over the previous two years.
3. Depending on the specific faculty position, **letters of recommendation** may be required or optional. Please refer to Appendix 2 and 3 for the Standards that apply to your Faculty Action request.

Response Letters and the Subsequent Administrative Review

Process

The PRC Chair distributes the *application dossier* (in *Interfolio*) to the PRC and arranges for a time for all members of the PRC to sit and review the evidence presented in that application. Based on a comparison of evidence presented to the appropriate *Standards* (see below), the PRC will decide whether or not to recommend the requested *faculty action*. In the case that the members of the PRC cannot reach consensus, a recommendation can only be issued with the support of a majority of PRC members.

After the PRC writes its *response letter* (see **What does the PRC do?** above), a complete application package is forwarded, via *Interfolio*, to the Chair of Foundation.

This package includes:

1. The faculty applicant's complete application (see **Appendix 5, Applications to the PRC**).
2. Letters of recommendation (required for some applications, optional for others; please see the *Standards* that apply to your Faculty Action request.)
3. The PRC's *response letter*.

Please note that the PRC's assessment of all material that was part of the *application dossier*—but not necessarily listed above—will be included in the *response letter*.

After the PRC has rendered its decision, the applicant will promptly receive, via *Interfolio*, a copy of the response letter that was forwarded to the Department Chair. Applicants who wish to clarify anything written in the *response letters* should email the PRC Chair with a list of questions. The PRC Chair may either answer these questions directly or convene the PRC to respond to the inquiry.

Upon receipt through *Interfolio*, the Department Chair will review the complete application package and write a letter that recommends either rejection or approval of the faculty action request. In agreeing or disagreeing with the PRC's response letter, the Department Chair should make specific reference to the *Standards*, as these remain the ultimate criteria by which the applicant's achievements should be judged. The Department Chair's written recommendation is attached to the complete application package and forwarded to the Provost via *Interfolio*; *Interfolio* will route a copy of the Chair's letter to the applicant.

If an applicant wishes to clarify and/or contest anything written in the Department Chair's letter, that applicant is entitled by the Collective Bargaining Agreement to "append and affix" a written statement to the application package via *Interfolio*. Note: Append and affix does not apply to the PRC's recommendation of action to the Chair.

If an applicant wishes to clarify and/or contest anything written in the Dean's letter, that applicant is entitled by the Collective Bargaining Agreement to "append and affix" a written statement to the application package via *Interfolio*.

The Provost will review the complete application package and write a letter that recommends either rejection or approval of the faculty action request. In agreeing or disagreeing with the PRC's

response letter, the Provost should make specific reference to the *Standards*, as these remain the ultimate criteria by which the applicant's achievements should be judged. The Provost's written recommendation is attached to the complete application package and forwarded via Interfolio to the Board of Trustees. Interfolio will route a copy of the Provost's letter to the applicant.

If an applicant wishes to clarify and/or contest anything written in the Provost's letter, that applicant is entitled by the Collective Bargaining Agreement to "append and affix" a written statement to the application package.

The Board of Trustees meet and render a final decision for each application for *faculty action*. The decision of the Board of Trustees is final.

NB: Administrators can invoke an additional criteria for assessing a recommendation: whether or not adequate courses are available should the applicant be approved for a given action. This criteria is rarely invoked and if invoked spuriously is grounds for a union grievance.

Nominations for Emeritus Status

Retired members of the Pratt faculty who held tenure at the time of their retirement in good standing are eligible for nomination to emeritus/emerita faculty status. Tenure for the purposes of this emeritus/emerita policy includes both full-time tenure and the certificate of continuous employment (CCE).

This is an honorary title intended to recognize meritorious faculty service to the Institute. Normally nominations to emeritus/emerita status will be considered in the year following the faculty member's retirement or in any year thereafter.

Emeritus/emerita nominations may be offered by any member of the current tenured faculty or by a department chair or dean. In addition, the Provost will routinely review all recent retirements of tenured faculty and nominate qualified individuals for emeritus/emerita status.

Emeriti applications differ from the other ARPT actions: The process begins with a nomination letter for a retired faculty made by another faculty member, PRC, Chair, Dean, or other community members. *The faculty in question DOES NOT participate in initiating the application or the case within Interfolio.* Once a nomination is made, it will be presented for review and recommendation by the PRC, followed by the Department Chair, the SLAS Dean, and then forwarded to the Provost. With the Provost's approval, reflecting consultation with the president, the nomination will be presented to the Academic Affairs committee of the Board, and then to the Board of Trustees. Conferral of emeritus/emerita status may be made only by the Board of Trustees.

Upon receipt of a nomination, the PRC Chair will open a case for the nominee using the Provost-provided Emeriti application template in Interfolio, and will include the letter of nomination and an up to date CV for the nominee. (The PRC Chair may need to reach out to the retired faculty member to get an updated CV).

From there, the case does go through all of the same steps for all of the ARPT faculty actions as dictated by the CBA. Additionally, emeriti nominations can occur at any step, meaning the case

would may be opened at the Dean or Provost step, and would require review by the PRC later in the faculty actions timeline. Furthermore, append and affix is not part of the emeriti faculty action process.

Emeritus/emerita status is intended to recognize those members of the tenured faculty who have served Pratt Institute with distinction. The criteria for conferral may include: excellence in teaching; distinguished professional achievement; outstanding service to the Institute and/or to society; and special contributions to the advancement of Pratt Institute, its students and/or alumni

Appendix 1, Definition of Terms

There are two terms that apply to full-time and part-time faculty appointments: **Status** and **Rank**.

An upgrade in employment level is referred to as a **Status Change** or **Change in Status**. An upgrade in rank is referred to as a **Promotion**. (Faculty can only be promoted in their "Home Department", please make sure you know which is your Home Department. HR or the Chair should know.)

1. **Status**—indicates a faculty member's employment level. At Pratt Institute, status titles include:
 - a. **Visiting**: Part-time teaching load limited to fifty percent of a full-time workload.
 - b. **Adjunct**: Part-time teaching load limited to seventy-five percent of a full-time workload. (As we are between Collective Bargaining Contracts, it is difficult to figure out if this still applies). Benefits include: one guaranteed class, tuition remission and health coverage, (the level of this coverage (50% or 80% is part of on-going union negotiations as of 04/2023))
 - c. **Adjunct w/CCE** (*Certificate of Continuous Employment*): CCE is adjunct tenure status. "Every effort" is made to provide the CCE with "(3/4) of a full-time workload". In addition to full tenure protections, benefits include: tuition remission, retirement/pension plan, and health coverage. As of the 2011-2015 contract, adjuncts are required to maintain a 50% load (i.e. 6 credits per semester) in order to retain this status.
Please check the current Union Contract and confirm with HR
 - d. **Full-Time [tenure-track]**: Typically, the full-time tenure-track faculty member "will be formally reviewed for reappointment in the third and fifth year and for tenure in the seventh year" [CBA 16.5]. However, "each two years of prior full-time faculty service at an accredited college or university shall be credited as equivalent of one year full-time service at Pratt Institute for purposes of eligibility for tenure to a maximum of two years full-time service at Pratt" [CBA 30.4]. Benefits include: tuition remission, tuition exchange, retirement/pension plan, and health coverage.
 - e. **Full-Time [tenured]**: Typically, "full-time faculty members who have served in a continuous manner for a probationary period of seven (7) years shall be reappointed for an eighth year with tenure or shall receive a terminal contract" [CBA 30.4]. Past practice allows the full-time faculty member who held a CCE prior to their full-time appointment to resume their CCE status should they not be reappointed with tenure.

Please check the current Union Contract and confirm with HR

2. **Rank**—indicates a faculty member's academic level. There are four ranks at Pratt Institute: **Instructor**, **Assistant Professor**, **Associate Professor**, and **[Full] Professor**. The Collective Bargaining Agreement maintains a minimum pay raise between each level but the rates were set in 2008, and are much too low. Applicants should consult HR and find out what this means for them before they apply.

Definitions consistent with the UFCT Collective Bargaining Agreement.

Appendix 2

Standards of Evaluation for All Positions

The following are considerations taken for promotion and advancement and are not arranged in the order of importance. As it varies depending on the candidate (or applicant)

When developing an application for promotion in the Foundation Department, these three categories are being considered.

- 1 - Demonstration of "Teaching Effectiveness / Teaching Excellence"
- 2 - Demonstration of "Department / Institute Service"
- 3 - Demonstration of one or both of the following: "Professional Accomplishments" or "Scholarship of Teaching and Learning"

1 - Demonstration of "Teaching Effectiveness / Teaching Excellence"

Quality of student work as documented by the applicant, clear and effective presentation of curricular concepts and outcomes, participation in intercollegial dialogue, and content of student evaluations.

Curricular innovation and contribution to department curricular dialogue will be considered, and are required for Full-Time Tenure and CCE.

2 - Demonstration of "Department / Institute Service":

Departmental Service and Engagement: Presentations, class exhibitions, student advisement, Foundation committees, departmental searches, participation in faculty meetings, participation in curricular development and decision-making processes, and/or any assistance with departmental projects, programs and events.

Institutional Service and Engagement: Contributions to Portfolio Review Day, Academic Senate, Open House, Family Weekend, Institute search committees and other Institute level

committees, UFCT Committee or Assembly, and other assistance with projects, programs, and events in the life of the Institute and its students. Other forms of service to the larger community may also be considered.

3 - Demonstration of: “Professional Accomplishments” and / or “The Scholarship of Teaching and Learning”

Professional Accomplishments: Evidence of professional accomplishment includes exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant’s discipline or field.

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

Please note that standards of evaluation may be weighted differently considering the type of faculty action sought. Refer to Criteria for Eligibility and Application Materials for more information.

Appendix 3

Standards of Evaluation for Full-Time Positions

Standards of Eligibility, Fitness and Evaluation for Full-time Faculty (Criteria for promotion, change of status, reappointment and tenure)

Criteria and Standards of Evaluation for Reappointment, Promotion and Change of Status: FULL-TIME applicants

The PRC interprets the general criteria of merit listed here, acting with sensitivity to the mission and needs of the Department, and the Institute, as its recommendations will be considered at all levels. The following revised statement of policy is being made publicly available for discussion and use in making decisions regarding promotion and tenure within the FULL-TIME ranks.

Simultaneous applications for Promotion and Status Change are permitted.

I. Criteria for Reappointment (third and fifth year of Tenure-Track status):

The applicant for reappointment must demonstrate continued excellence in teaching, service, and professional work since the original or previous appointment. The applicant should display leadership, continue to make significant contributions to the department, and fulfill the substantial service role expected of full time faculty. This may include institutional service. Application materials should emphasize accomplishments in teaching, service, and professional engagement since the previous review for appointment or reappointment.

1. Possession of a MFA or equivalent professional experience.

and

2. Demonstration of superior quality teaching. A successful applicant for tenure-track reappointment will have a record of superior quality teaching. Applications for reappointment must include student evaluations for all courses taught over the preceding two years. A well articulated Teaching Philosophy supported by Teaching Evidence professional development in teaching, breadth of teaching, and assignment level innovation is considered essential.

and

3. Evidence of progress toward envisioning and developing professional competence.

Examples include but are not limited to: Exhibitions, Written materials by or about the applicant performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

and

4. Evidence of engagement with opportunities for service on behalf of the Institute. A successful applicant for promotion tenure-track reappointment will have become involved in service on academic committees (department or school or institute level) and/or involvement in Institute activities (searches and/or any assistance with department or school or Institute projects, programs and events). *Public service and public outreach can supplement, but not replace, service on behalf of the Institute.*

II. Criteria for Promotion from Assistant to Associate Professor (Full-Time Status):

1. Possession of a MFA degree or its terminal equivalent in a field relevant to the mission of the Foundations department.

and

2. Demonstration of superior quality teaching. A successful applicant for promotion to Associate Professor will normally be expected to have five years of superior quality teaching at the Assistant Professor rank. Applications for this promotion must include a document that demonstrates the evidence of teaching performance. The evidence of teaching performance should include well-documented student work that aligns with all the stated outcomes from the applicant's course appointments. The document should have a clear and effective presentation of curricular concepts and outcomes. The application should include student evaluations for all courses taught over the preceding two years. Along with evidence of quality teaching, participation in intercollegial dialogue and content of student evaluations will also be considerations for promotion. Curricular innovation and contribution to department curricular dialogue will be considered, and are required for Full-Time Tenure and CCE.

and

3. Evidence of progress toward envisioning and developing professional competence. Examples include but are not limited to: Exhibitions, Written materials by or about the applicant performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning include *but are not limited to*: documentation of systematic and rigorous research or inquiry based on a reflective, critical, and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

and

4. A record of service on behalf of the Institute and/or the Foundation Department. A successful applicant for promotion to Associate Professor will have a record of service to the Departmental service through, but not limited to: presentations, class exhibitions, student advisement, Foundation committees, departmental searches, participation in faculty meetings, participation in curricular development, and/or any assistance with departmental projects, programs, and events. Institutional service such as contributions to Portfolio Review Day,

Academic Senate, Open House, Family Weekend, Institute search committees and other Institute level committees, UFCT Committee or Assembly, and other assistance with projects, programs, and events in the life of the Institute and its students should be included with the application. Other forms of service to the larger community may also be considered.

III. Criteria for Promotion from Associate to Full Professor (Full-Time Status):

1. Possession of a MFA degree or its terminal equivalent in a field relevant to the mission of the Foundations department. Demonstration of superior quality teaching. A successful applicant for promotion for Full Professor will normally be expected to have at least four years of superior quality teaching at the Associate Professor rank.

and

2. Evidence of continued progress toward envisioning and developing professional competence while serving at the Associate Professor rank.

Examples include but are not limited to: Exhibitions, Written materials by or about the applicant performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

and

3. A record of service at all levels on behalf of the Institute. A successful applicant for promotion to Full Professor will have a record of service on academic committees (department and school and Institute level) and involvement in Institute activities (searches and/or any assistance with department or school or Institute projects, programs and events). *Public service and public outreach can supplement, but not replace, service on behalf of the Institute.*

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through

presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

IV. Criteria for Change in Status from Tenure-Track (Non-Tenured) to Tenured (must be filed IN or BEFORE the seventh year of Full-Time employment):

1. Achievement of Associate Professor rank (or concurrent application for promotion to Associate Professor rank).

and

2. Demonstration of a consistent commitment to working alongside colleagues to identify and meet departmental needs. Applicants should have a record of outstanding teaching, a history of noteworthy service to the department and Institute, and a distinguished level of professional commitment and accomplishment.

and

3. Provision of evidence which suggests that the applicant possesses the capability and drive to potentially meet the criteria for promotion to Full Professor. The applicant's leadership in the department should include curricular innovation and contribution to department curricular development. The application should demonstrate a commitment to excellence that will continue throughout their academic career.

and

4. A record of service at all levels on behalf of the Institute. A successful applicant for promotion to Full Professor will have a record of service on academic committees (department and school and Institute level) and involvement in Institute activities (searches and/or any assistance with department or school or Institute projects, programs and events). *Public service and public outreach can supplement, but not replace, service on behalf of the Institute.*

and

5. Inclusion of at least two professional letters of recommendation, by qualified peers which attest to aspects of points 2 and 3 above. Confidential letters are required from at least two individuals outside the Institute who can speak to the applicant's contributions to their area(s) of expertise; and from one individual from within the Institute.

Appendix 4, Standards of Evaluation for Part-Time Positions

Standards of Eligibility, Fitness and Evaluation for Part-time Faculty (Criteria for promotion, change of status, reappointment and tenure)

Criteria and Standards of Evaluation for Promotion and Change of Status: PART-TIME applicants

The PRC interprets the general criteria of merit listed here, acting with sensitivity to the mission and needs of the Department and the Institute, as its recommendations will be considered at all levels. The following revised statement of policy is being made publicly available for discussion and use in making decisions regarding promotion and status within the PART-TIME ranks.

Simultaneous applications for Promotion and Status Change are permitted.

1. Criteria for Promotion from Instructor to Assistant Professor (Part-Time)

1. A graduate degree, or equivalent professional distinction appropriate to the discipline, in a field relevant to the mission of the department.

and

2. Demonstration of superior quality teaching. A successful applicant for Assistant Professor will normally be expected to have at least three years of superior quality teaching at the Instructor level, supported by the Teaching Evidence in the Application Materials. Professional development in teaching, breadth of teaching, and teaching innovation will also be considered. Applications for this promotion must include student evaluations for all courses taught over the preceding two years. It must be demonstrated that teaching skills and knowledge of course(s) taught are thorough, and are appropriate to current and long-range department needs. The applicant should demonstrate willingness to fulfill the increased commitment in teaching and service that the promotion to Assistant Professor appointment may carry. [Please see Appendix 5 for specific application materials](#)

and

3. Evidence of engagement with opportunities for service on behalf of the Institute.

A successful applicant for Assistant Professor (Visiting or Adjunct Status) will have become involved in service on academic committees (department or school or Institute level) and/or involvement in Institute activities (searches and/or any assistance with department or school or Institute projects, programs and events). *Public service and public outreach can supplement, but not replace, service on behalf of the Institute.*

II. Criteria for Promotion from Assistant to Associate Professor (Part-Time)

1. A graduate degree, or equivalent professional distinction appropriate to the discipline, in a field relevant to the mission of the department.

and

2. Demonstration of superior quality teaching. A successful applicant for promotion to Associate Professor will normally be expected to have five years of superior quality teaching at the Assistant Professor rank. Applications for this promotion must include a document that demonstrates the evidence of teaching performance. The evidence of teaching performance should include well-documented student work that aligns with all the stated outcomes from the applicant's course appointments. The document should have a clear and effective presentation of curricular concepts and outcomes. The application should include student evaluations for all courses taught over the preceding two years. Along with evidence of quality teaching, participation in intercollegial dialogue and content of student evaluations will also be considerations for promotion. Curricular innovation and contribution to department curricular dialogue will be considered. [Please see Appendix 5 for specific application materials.](#)

and

3. A record of service on behalf of the Institute and/or the Foundation Department. A successful applicant for promotion to Associate Professor will have a record of service to the Departmental service through, but not limited to: presentations, class exhibitions, student advisement, Foundation committees, departmental searches, participation in faculty meetings, participation in curricular development, and/or any assistance with departmental projects, programs, and events. Institutional service such as contributions to Portfolio Review Day, Academic Senate, Open House, Family Weekend, Institute search committees and other Institute level committees, UFCT Committee or Assembly, and other assistance with projects, programs, and events in the life of the Institute and its students should be included with the application. Other forms of service to the larger community may also be considered.

and

4. Evidence of continued progress toward envisioning and developing professional competence while serving at the Associate Professor rank.

Professional accomplishments include *but are not limited to*: exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, residencies, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

5. The Scholarship of Teaching and Learning include *but are not limited to*: documentation of systematic and rigorous research or inquiry based on a reflective, critical, and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute

and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

III. Criteria for Promotion from Associate to Full Professor (Part-Time)

1. A graduate degree in a field relevant to the mission of the department.

and

2. Demonstration of superior quality teaching. A successful applicant for promotion to Full Professor will normally be expected to have at least four of superior quality teaching at the Associate Professor rank as established by the Teaching Evidence in the Application Materials. Applications for this promotion must include student evaluations for all courses taught over the preceding two years. Documentation about continued professional development in teaching, breadth of teaching, and introduction of novel courses will also be considered. It must be demonstrated that teaching skills and knowledge of course(s) taught are thorough, and are appropriate to current and long-range department needs. The applicant should demonstrate willingness to fulfill the increased commitment in teaching and service that the promotion to Assistant Professor appointment may carry. [Please see Appendix 5 for specific application materials.](#)

and

3. Evidence of continued progress toward envisioning and developing professional competence while serving at the Associate Professor rank.

Examples include but are not limited to: Exhibitions, Written materials by or about the applicant performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

and

4. A record of service on behalf of the Institute. A successful applicant for promotion to Part-time (Full) Professor will have a record of service on academic committees (department or school or Institute level) and/or involvement in Institute activities (searches and/or any assistance with department or school or Institute projects, programs and events). *Public service and public*

outreach can supplement, but not replace, service on behalf of the Institute.

IV. Criteria for Change in Status from Visiting to Adjunct

1. A graduate degree, or equivalent professional distinction appropriate to the discipline, in a field relevant to the mission of the department.

and

2. Demonstration of superior quality teaching. A successful applicant for Adjunct Status will normally be expected to have at least three years of superior quality teaching as a Visitor, as established by the Teaching Evidence. Applications for this status change must include student evaluations for all courses taught over the preceding two years. It must be demonstrated that teaching skills and knowledge of course(s) taught are thorough, and are appropriate to current and long-range department needs. The applicant should demonstrate willingness to fulfill the increased commitment in teaching that the Adjunct appointment may carry.

and

3. A record of service on behalf of the Institute. The applicant should demonstrate willingness to fulfill the increased commitment in service that the Adjunct appointment may carry. The applicant should have a growing and promising record of achievement in their professional area(s) of expertise.

and

4. Professional Accomplishments: Evidence of professional accomplishment includes exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

[See Appendix 5 for specific application materials](#)

V. Criteria for Conferral of CCE (Adjunct Status)

1. Ten semesters of service as an adjunct faculty member (years as a visitor does not apply). This Institute-wide requirement is in accordance with the guidelines in the Pratt Faculty Handbook that was ratified by the Academic Senate in 2020. Adjuncts may apply at the beginning of their fifth year.

and

2. Demonstration of superior quality teaching. A successful applicant for Adjunct Status will normally be expected to have at least three years of superior quality teaching as a Visitor, as established by the Teaching Evidence. Applications for this status change must include student evaluations for all courses taught over the preceding two years. The applicant must demonstrate a high level of achievement in their teaching and professional career, and demonstrate commitment to and leadership in the department.

and

3. Applicants for CCE should have a record of curricular innovation and contribution to department curricular dialogue. Departmental and Institutional service may be considered as well.

and

4. Professional Accomplishments: Evidence of professional accomplishment includes exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

or

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

5. Inclusion of at least two professional letters of recommendation, by qualified peers, which speak to the applicant's qualifications relative to the criteria defined in points 2 and 3 above.

See Appendix 5 for specific application materials

Appendix 5, How to make applications to the PRC

Each applicant is expected to provide clear evidence that they have met the Standards (see **Appendices 3 & 4**) for the requested Faculty Action. The PRC committee asks that the applicant assumes all responsibility for bringing to light their own accomplishments and qualifications.

The following guidelines apply to both part- and full-time applicants for all actions, with notes on specific requirements.

A complete application to the PRC must include the following materials uploaded through Interfolio...

★ **Letter of Application:** A letter addressed to the Foundation Peer Review Committee which should clearly state the desired faculty action (promotion, change of status, reappointment and/or tenure), as well as speak to the applicant's role, experience, and achievements at Pratt Institute **as they explicitly align with the relevant ARPT standards**; also please briefly explain your approach to teaching.

★ **CV/Resume:** A complete, up-to-date record of the applicant's educational, employment, professional and service record;

★ **Evidence of Teaching Performance:** Applicants are required to include: 1) a list of courses taught at Pratt over the past two years; and 2) syllabi for each of these courses.

Many types of evidence could be relevant for the categories of Teaching Performance and Service. And though there are specific required components that must be present in the evidence of Teaching Performance, this category can also be quite accommodating of *additional* materials. It is up to the faculty applicant to categorize and contextualize all materials in a manner that best aligns to the relevant criteria for ARPT action.

★ Here is a suggested structure for applications for a change in **Rank (Instructor to Assistant Professor, Assistant Professor to Associate Professor, Associate to Full Professor)**:

Submit one PDF providing answers to the following questions.

1. ASSIGNMENT 1: Assignment description + explanation on how the assignment targets comprehension of a core principle in your discipline. Include work by five students.
2. ASSIGNMENT 2: Assignment description + explanation on how the assignment develops comprehension of a core principle in your discipline. Include work by five students.
3. ASSIGNMENT 3: Assignment description + explanation on how the assignment develops comprehension of a core principle in your discipline and integrates it with another core principle in your discipline or outcome as described on your syllabus. Include work by five students.
4. FINAL PROJECT EXAMPLE 1: Summary of assignment description + explanation on how the student targeted outcomes two different outcomes in your syllabus. Include work by five students.
5. FINAL PROJECT EXAMPLE 2: Summary of assignment description + explanation on how the student targeted outcomes two different outcomes in your syllabus

★ **Evidence of “Professional Accomplishments” and / or “The Scholarship of Teaching and Learning”.** There are several ways faculty focus their professional achievement, which can include pedagogical development and professional accomplishments. The guidelines allow for including application materials from both or either.

Professional Accomplishments: Evidence of professional accomplishment includes exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant's discipline or field.

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination.

★ Applications for *Full-Time Tenure and Adjunct Status with CCE* must make arrangements for at least two professional letters of recommendation.

Letters of Recommendation from individuals chosen by the applicant, who can speak to the applicant's contributions to their area(s) of expertise and history of teaching. (Enter recommenders' contact information on Interfolio; they will then be notified to upload their letters directly.) Additional letters of recommendation addressing any aspect of the applicant's teaching, service, or professional work may be submitted, but are not required. Letters may not be requested from active members of the PRC, department chair, or anyone directly part of the decision-making process.

★ Letter of Application: as above including documentation of service to the department and/or institute

★ A single succinct page on your approach to teaching.

★. Evidence of Teaching Performance: Submit one PDF document outlining the arc of a course. Provide coursework for a One semester or a Two semester course as appropriate. Faculty who teach in more than one discipline may submit separate trajectories for each course. (Examples for Assignment Descriptions explaining your ideal course arc, amount of projects, and ideal ordering of concepts and outcomes.):

1. ASSIGNMENT 1: Assignment description + explanation on how the assignment targets comprehension of a core principle (or multiple principles) in your discipline. Include work by five students. This should be the first assignment in the course.

2. ASSIGNMENT 2: Assignment description + explanation on how the assignment develops comprehension of a core principle in your discipline and builds upon the principles/outcomes of the previous assignment. Include work by five students. This assignment should follow the first assignment.

3. ASSIGNMENT 3: Assignment description + explanation on how the assignment develops comprehension of a core principle in your discipline and integrates it with another core principle in your discipline or outcome as described on your syllabus. Explain how this assignment builds upon the previous work done in your class. Include work by five students.

4. ASSIGNMENT 4: Assignment description + explanation on how the assignment develops comprehension of a core principle in your discipline and integrates it with another core principle in your discipline or outcome as described on your syllabus. Explain how this assignment builds upon the previous work done in your class. Include work by five students.
5. ADDITIONAL ASSIGNMENTS/FINAL PROJECTS. If there are further assignments in your class that are necessary to round out the learning arc and of your course, you may add them following the same criteria as listed previously

★ **Evidence of “Professional Accomplishments” and/or “The Scholarship of Teaching and Learning”**

There are several ways faculty focus their professional achievement, which can include pedagogical development and professional accomplishments. The guidelines allow for including application materials from both or either.

Professional Accomplishments: Evidence of professional accomplishment includes exhibitions, written materials by or about the applicant, performances, screenings, design activity, studio activity, awards, grants, commissions, professional presentations, advanced study, and other evidence of creative and/or scholarly work in the applicant’s discipline or field.

The Scholarship of Teaching and Learning: Evidence of systematic and rigorous research or inquiry based on a reflective, critical and cyclical focus on student learning. This is grounded upon a developing methodology or pedagogical design development in pursuit of gaining knowledge and expertise in the disciplines of teaching with the aim of making impact, building upon findings, and sharing results within the department, institute and wider educational community through presentations at conferences, through Center for Teaching and Learning or various forms of publication and dissemination

How to submit your application

Since Fall 2018, all Pratt departments have been using the [Interfolio digital tool](#) for faculty actions. Every faculty member has an Interfolio account as part of their “OneKey” access for this purpose. Through Interfolio, you should have access to the current Handbook (i.e., this document), as well as a “template” that roughly corresponds to the requirements set forth above in this Appendix. After you notify the PRC Chair of your intent to submit an application, the PRC Chair will assure that the Interfolio template conforms to the structural requirements for the specific action you seek (e.g., some applications may require outside letters of recommendation, and some may not).

Note that Pratt has contracted with Interfolio to provide technical support for faculty applicants, and many pathways for assistance are available within Interfolio itself. The PRC strongly encourages the applicant to reach out to Interfolio for assistance, if needed. A link to their technical support is prominent within the Interfolio interface.

Application Deadlines

Application deadlines are based on the Institute’s calendar and will be made known to all

Foundation faculty as early as possible at the beginning of the academic year.

For **AY2023-2024**, there will be two deadlines announced at the beginning of the Fall semester:

- **A deadline in mid-September** to signal intent to apply for Faculty Action
- **A deadline in October** to complete the application [via the Interfolio interface](#).

Questions

Please feel free to consult the current members of the PRC with any questions about the faculty action process

Appendix 6, Applications via Interfolio

Your Interfolio Dossier is a free account set up for you through your Pratt email. Your account is private to you, accessible at any time, and allows you to gather, organize, and prepare materials for when you apply for a Faculty Action (reappointment, promotion, change of status, or tenure).

To try your Dossier:

1. Go to www.interfolio.com
2. Do not make a new account or sign in with your email the first time you access your account. Instead, sign in by searching for Pratt Institute as a partner institution or by clicking Google and choosing your Pratt email account.
3. Enter your OneKey credentials.
4. Go to Dossier. There's a Dossier Quick Start Guide at the bottom of the page. You can keep your Dossier for life without charge regardless of whether you stay at Pratt. Your Dossier account includes several features that should make it easier to organize and understand reviews—before, during, and after any formal deadlines. From within your Dossier you can:

- preview your department's application template for Faculty Actions to review requirements and prepare for future applications;
- store documents, images, videos, and links to online work in your account; • request and store reusable letters of recommendation, submitted directly by the letter writer to Interfolio and kept confidential;
- organize your materials into "collections" for different purposes—for example, fellowship applications, tenure reviews, or grants; and
- reuse previously submitted/assembled materials when participating in formal reviews through Interfolio.

Viewing Your "Case"

To apply for Faculty Actions this academic year, email your Peer Review Committee Chair to inform them of your intent to apply. The Peer Review Committee Chair will

initiate your application “Case.” When they open a case for you, you will receive an email notifying you that a review has been initiated on your behalf. Select “View Case” in the email and you will be taken to your account home page. It’s easy to transfer any materials in your Dossier to your application case.

Please be aware that Interfolio uses the term “Review, Promotion & Tenure,” but at Pratt we refer to it as the Faculty Actions process. Faculty Actions include reappointments, promotions, changes in status, tenure, faculty emeritus, and sabbatical applications.

About the “Append and Affix” Process

As your case moves through the Faculty Actions process, you will have the opportunity to append and affix at each administrative level, in accordance with Article 16 of the CBA. So, as your chair, dean, and provost issue and share their letters about your application, you will have the opportunity to append and affix any response. Information on how to do that will be communicated with the shared letters.

Link from help menu on rebuttals (or, append and affix, at Pratt):

<https://product-help.interfolio.com/m/33238/l/677357-view-and-respond-to-files-shared-with-you-by-a-committee-rebuttal>

Recommended Browsers for Interfolio

Interfolio recommends using the latest versions of Chrome, Mozilla Firefox, Safari, or Internet Explorer.

Getting Help

For questions related to Interfolio’s Review Promotion & Tenure or Dossier, Interfolio provides a library of help articles on its website, www.interfolio.com -- including:

- Quick Reference Guide to Dossier Institution
- Best Practices and Resources (Video)
- Candidate’s Guide to Interfolio Review Promotion & Tenure
- For Review, Promotion, and Tenure Candidates
- Manage Your Dossier Materials
- Dossier Help Articles
- Use Guidelines to Prepare for Reviews
- Help for Sharing and Receiving Feedback on Dossier Materials

Interfolio’s Scholar Services Team also provides comprehensive, one-on-one help.

Email them at help@interfolio.com or 877.997.8807 (9 AM–6 PM Eastern Time, M–F) if you have any technical issues with the tool or software while working on your application. The Scholar Services Team is best equipped to help with issues related to uploading docs, image size, formatting problems, etc.

If you have questions regarding criteria, process for review, timeline, etc., contact your PRC Chair.

The Foundation PRC would like to thank the MSCI Department PRC for their generous sharing of their Handbook with us.